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MAR 23 1921 COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

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Washington, D. C.

PROCEEDINGS

of the

FIRST CONFERENCE OF EXTENSION SPECIALISTS IN CLOTHING,

Ames, Iowa,  
November 8-13, 1920.

*Eyt. Work with them 20.*

FIELD PROBLEMS, SUBJECT MATTER, AND METHODS.

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#### OPENING OF THE CONFERENCE.

The first conference of clothing specialists of the Northern and Western States met at Iowa State College, Ames, Iowa, November 8 to 13, 1920. The conference was called to order by Miss Florence E. Ward, In Charge of Extension Work with Women in the Northern and Western States.

Forty-four persons were in attendance: Twenty clothing specialists representing nineteen States, one household management specialist, one food specialist, eleven State leaders, three assistant State leaders, one head of the resident clothing work in a neighboring university, four members of the Office of Extension Work North and West, and several representatives of the agricultural press. For list of delegates see summary.

A roll call of delegates revealed the fact that of those present at the opening session six had entered extension work before the passage of the Smith-Lever Act, six in 1915, three in 1916, three in 1917, three in 1918, three in 1919, and six in 1920.

Miss Knowles, State Home Demonstration Leader in Iowa, and Miss Brandt, Head of the Clothing Section of the Home Economics Department of Iowa State College, cordially greeted the delegates. Miss Catherine J. MacKay, Dean of Home Economics, Iowa State College, gave a brief address of welcome.

#### PURPOSES AND PLANS OF THE CONFERENCE.

In defining the purposes and plans of the conference, Miss Birdseye, of the Office of Extension Work North and West, said in part:

"The leaders of the clothing project outnumber even those in the foods and nutrition projects, with 24 specialists employed by 21 States. There are many new workers in the group, and the project is of major importance at the present time. For these reasons the clothing specialists were called together at this first conference, which we hope may prove sufficiently successful to warrant other specialist conferences at later dates. This conference provides an opportunity for discussing field problems and studying field methods that are proving effective. By pooling the experience of the group much of guidance and inspiration will be gained.

An important object of the conference is to study the place of the extension specialist in the team play of the extension service, and this requires a thorough understanding of the extension organization, not only at the college but in the counties and the communities. A well-balanced system of extension work may be likened to a three-legged stool, with the specialist, the local extension agent, and the organized farm people as its respective legs. The specialist leg was the first to be developed, but it inevitably failed to bear the full burden until first the resident extension agent and later the farm bureau organization were developed to support and steady it. Even yet there is need for further correlation of these three distinct factors of a unified extension system.

As far as is possible, the sessions will be in the nature of round tables, with full opportunity for discussion.

### PROBLEMS AND METHODS.

The following outline of outstanding problems in clothing work was developed in a general discussion. The outline was made up, in so far as possible from the point of view of the actual home-maker. It was agreed that these problems were fairly general over the whole territory represented, but that different phases were for the moment especially important in various states.

#### The Home-maker's Main Problems in Clothing.

1. Taking stock of clothing on hand  
Budget
2. Selection - from the point of view:-  
Needs of the family  
Appropriateness as to design, color, texture  
Durability  
Cost
3. Construction  
Equipment  
Alteration and use of patterns  
Cutting and handling of materials  
Fitting  
Sewing  
Finishes  
Decorations  
Preparation of materials
4. Care and repair  
Care before using  
Storing  
Cleaning processes  
Mending  
Dyeing
5. Remodeling  
Judging materials  
Preparation of materials  
Combinations of materials  
Special construction problems

#### Lines of Work Being Carried on in the States.

In subsequent round tables, under the leadership of Rozina Skidmore of Utah and Miss Deming of Connecticut, respectively, the following summaries were given of work being done in the different states:

Connecticut: The first clothing specialist was appointed in October, 1920. Several counties are conducting clothing efficiency classes modeled on that carried on in Massachusetts.

Idaho: Dress forms; millinery; dry cleaning; and training of local leaders.

Illinois: The aim is better dress from the standpoints of art, health and economy. Selection receives great emphasis. A genuine interest in design is found. Clothing budgets.

Indiana: Gummed paper dress forms; proper corseting; a good deal of work done on proper shoes and stockings.

Iowa: Costume planning; dress forms; use of patterns. Selection of clothing for high school girls. Home furnishing.

Kansas: Dress forms; training of local leaders. Much of the work is conducted through one week clothing schools, which include dress forms, alteration of commercial patterns, certain construction processes, and selection of materials and designs. This school may be followed, if desired, by a week of help and instruction from a well trained practical dressmaker scheduled by the college but paid by the women. This plan insures a solid foundation of principles, together with personal service in individual problems. It has worked very well indeed. Home hat making.

Massachusetts: Health; standardizing processes of construction; design. The work is planned with a goal five years ahead. Every phase of the work is a link in the chain toward the ultimate goal. The development of local leaders is of great importance and has been successful. Two courses only have been given, a preliminary course and a development course. Only simple garments are worked upon since the fundamental factors in efficiency, health, and design can be stressed in these, and since it is not the aim of the work to teach the making of elaborate garments.

Michigan: The main work of the specialist is to help home demonstration agents plan work to be given in the county. In unorganized counties the specialist still meets as far as possible the varying requests that come in. Some time is given to answering questions from agents, and to overseeing preparations of illustrative and subject matter for their use. Remodeling, selection of material, colors and designs have been stressed.

Minnesota: Dress forms; short cuts; garment making; decorative stitches. Three communities in each of four counties and three cities have the instruction of a specialist for a day a month for a period of five months, for a series of group meetings.

Missouri: Dress forms; decorative stitches; design and selection. Much of the work has been done through two-day community schools. In an effort to reach foreign-speaking women training classes have been held for English-speaking foreigners, who have become local leaders.

Montana: Dress forms; remodeling, including principles of construction. Remodeling is necessary to meet the economic conditions in the state, due to successive crop failures.

Nebraska: Construction principles through adaptation of bungalow apron pattern; decorative stitches; selection; remodeling; hygiene, especially as regards shoes.

New Hampshire: Dress forms. Two thousand were made between February and November. Each woman who is shown how to make a dress form must promise to help two others. The greatest gain from this work has been the development of local leaders. One local leader helped 135 women to make dress forms. Real community spirit has been developed. Dyeing; curtains and runners of tied-and dyed work.

New Jersey: Dress forms (no follow-up work); alteration of commercial patterns, making of individual foundation patterns; construction of a simple dress; millinery (classes limited). The clothing specialist feels that a sufficient basis for work in millinery can not be given, and that therefore it can not be a permanent phase of clothing work.

New York: Appreciation of good dress; easier methods of construction; training of local leaders. A program was decided upon at a recent state extension conference where agents, home bureau women, and specialists were present.

North Dakota: Dress forms. New specialist just beginning work.

Ohio: Dress forms; construction; miscellaneous requests.

Pennsylvania: The big problem is to work with small groups of foreign women to show them how to clothe babies, the older children and themselves. Simple materials that can easily be cleaned are gradually being substituted for the white silks and laces which many of the foreigners prefer for children's clothing..

Utah: Five main clothing projects; short cuts; remodeling; dress forms; millinery; the use of mill ends. Local leaders being used.

Wisconsin: Clothing schools - ten volunteer leaders in the group under a local leader.

Wyoming: Dress forms; sewing schools. At present there is no clothing specialist.

Out of this summary grew a discussion as to the value of the type of work known as "answering calls from the field," or "first aid work." It was generally agreed that while a certain amount of this may be unavoidable, its results are vague and effort should be made to get the work down to a definite project basis.

Report of Committee on Clothing Problems and Methods.

The committee was asked to analyze the outline developed in the discussion of the main problems of the woman in the home in providing clothing for the family (page ). It was especially requested to consider what topics might be

handled through trained local leaders or through home demonstration agents and clothing specialists.

The committee thought that practically every topic in the outline might be presented through local leaders, but that some, if so presented, would have to be so elementary in nature that the real needs of the women might not be met. The committee therefore decided that the real needs of the women may be better met by using the outline as follows:

1. Problems which can be satisfactorily handled through a local leader.

Taking stock of clothing on hand  
Budget  
Construction problems in general  
Care and repair.

2. Problems which in all probability will have to be handled by the home demonstration agent and clothing specialist:

Selection and remodeling

Mae L. Deming, Chairman  
Mary Robinson  
Marie Sayles  
Rozina Skidmore  
Daisy Deane Williamson

It was moved and carried that the report be accepted.

Outline of Main Problems in Hat Making.

The discussion on hat-making problems was led by Miss Robinson of Missouri. An attempt was made to outline subject matter which was thought desirable in an extension program. The following outline for further consideration by the committee was drawn up as a result of the discussion:

1. Selection:

Study of textiles as applied to millinery  
Color combinations  
Line  
Individual characteristics

2. Renovation:

Steaming  
Brushing  
Renovating of ribbons, flowers, etc.

3. Types of hats to be considered:

Sailors  
Children's hats  
Sport hats  
Tams  
Turbans

4. Construction
  - Equipment
  - Alteration of shapes
  - Stitches
  - Process and finishing

5. Trimming placement

#### Report of Committee on Hat Making Problems and Methods.

The committee on hat making proposed the following analysis of the home-maker's problems in hat making.

##### Remodeling:

- Duplicating an outworn model
- New combinations of old material

- Copying from models or from illustrations
- Making simple hats for children
- Making the simpler type of hats for women

The committee believed that local leaders who are expected to help home-makers with the above problems should be equipped with training along three definite lines. This training might be likened to three kinds of tools given the local leader to carry out her job.

1. Training in design, color, line, individual characteristics.

2. Training in technique:

- Removal of materials
- Alteration of shapes

##### Stitches

##### Processes:

- Making of shape
- Covering of brim
- Covering of crown
- Facing of brim
- Placing of trimming
- Lining
- Handmade trimmings

3. Training in leadership

- Methods of presentation

- Methods of organization

Records: Why they are needed and how to secure them, for  
Work done in class

Work done at home subsequent to class

Mimeographed outlines of subject matter and teaching  
methods

##### Cautions

Wilhelmina Jacobson, Chairman

Mary Sutherland

Rozina Skidmore

Mary Robinson

Miriam Birdseye

### ILLUSTRATIVE MATERIAL.

The discussion of illustrative material was opened by Mrs. Griesbel with the statement that the clothing specialist herself in standing before her audience is her most important illustrative material; she should carry out in her own person the principles of health, posture, selection, and design which she advocates. For every principle discussed in the lecture there should be some illustrative material if possible.

A roll call of the States brought out information on illustrative material now in use, which may be summarized as follows:

Design and color phases of clothing selection: Samples of materials for color selection; Prang color charts; colored magazine illustrations showing good color combinations and colors suitable for different types of complexions; charts showing principles of costume design, with reference both to types of figures and types of faces; collar shapes; cardboard models of types of faces, used for tracing outlines on the black board, said outlines serving as foundations for freehand drawings illustrating hat selection and becoming styles of hair dressing. It was evident that clothing selection was considered an important aspect of the clothing project in many states.

Textile selection: Samples of materials, samples showing results of chemical tests for adulterations.

Alteration of patterns: Baldt's charts; paper patterns on cloth back grounds; foundation patterns; models or blue prints showing possible modification of type designs. In this some states are using miniature models showing one-fourth the gown, of crinoline, tissue paper or material; others are using full sized sample dresses.

Construction: Charts or models showing method of laying pattern on cloth; samples of plackets, bound button holes and other finishes; model garments or parts of garments, partially finished.

Children's Garments: Layettes, sample dresses and underwear; photographs showing good and bad taste in school girls' dress.

Remodeling: Large or small garments to show possibilities of remodeling; "cut down" underwear; one state is using a miniature tailored coat and skirt on a form to illustrate a variety of tailored finishes, in connection with miscellaneous work in remodeling.

Hygiene: Properly shaped and well built shoes for girls and women; stockings; "foot silhouettes" which are tracings of the stocking foot and of the shoe worn, to show the degree to which the shoe follows the natural outline of the foot.

Hat making: Models showing various processes in millinery construction; paper shapes; finished hats to illustrate various types; handmade flowers and other handmade trimmings; millinery materials, such as various grades of silks and velvets.

House furnishing: Samples of upholstery and drapery materials; paints and brushes for finishing furniture; models of candle shades; colored prints suitable

for framing; samples of "tied and dyed" materials for curtains and table runners; samples of wall papers and rugs.

Miscellaneous: Possibilities of unbleached muslin and of flour and sugar sacks; possibilities of mill ends; samples comparing colors obtained by using various brands of commercial dyes; stain removal charts; machine attachments, with samples of work done; decorative stitches, both natural size and enlarged.

It was the consensus of opinion that specialists should make every endeavor to supply the agents with necessary illustrative material or at least with suggestions as to material that should be used. In Michigan and in Washington the agents sometimes work on illustrative material during formal or informal conferences at the colleges. The cost of illustrative material is taken care of in various ways in different states. In Washington the specialist has been successful in securing the more expensive kind of illustrative material from women who are interested in lending or in giving it for extension work.

A number of the States sent samples of illustrative material. Photographs were taken of this exhibit, and will be sent to members of the conference.

#### SURVEYS - THEIR USEFULNESS IN THE CLOTHING PROJECT.

In opening the discussion, Miss Fairie Mallory, clothing specialist for Illinois, presented a summary of a survey made in Illinois.

##### Illinois Survey.

A survey was made in Illinois in 1919-20 by Miss Wilkerson, clothing specialist, assisted by the home advisers, to analyze the home maker's clothing habits, needs and attitude toward expenditures. The information gathered has helped the specialists to work more intelligently with the county committees in planning the county programs.

The survey was made in 11 organized counties, in scattered districts which were calculated to give representative results; 1,400 questionnaires were returned.

It was found that about 20 per cent of the 1400 women who answered the questionnaire made all their own clothing; 65 per cent made the simpler part of it; 68 per cent of mothers with children made some of the children's clothing; 8 per cent did not sew at all. The indication was that more ready-made clothing is being bought every year in proportion to that made at home. Not many make their own underwear; 15 per cent knew fairly well what they were spending for clothing; 59 per cent indicated interest in making a clothing budget; 8 per cent made a clothing budget for the first year.

It was felt that the survey helped greatly in determining the phases of clothing work which should be stressed. The records are referred to by the specialists before going into a county or community for a meeting. They help for example to prevent scheduling a dressmaking school where the women know nothing of selection or of elementary sewing. (A mimeographed summary of the survey may be had from the office of the Illinois State Demonstration Leader.)

The following information as to the sale of commercial patterns was quoted as a side light on the kind of garments women are making at home.

Sales of Commercial Patterns.

The summary below was prepared in January, 1920, by Miss Zella E. Bigelow of the Federal Board for Vocational Education, from replies made to a questionnaire by the following pattern companies: New Idea, Standard, McCall, Pictorial Review, Butterick, Home (Ladies Home Journal). The questionnaire was undertaken to contribute to a conclusion as to what type of garments should receive emphasis, in planning the work of dressmaking classes for women and girls.

Summary of Answers from Six Pattern Companies.

- I. There are more women's patterns sold than children's. One company reports the following order: Women's misses', children's, infants', boys', men's.
- II. Sale of women's patterns in order of number sold:  
(1) Dresses, (2) waists, (3) skirts, (4) envelope chemises.  
All other groups about equal.
- III. Sale of men's patterns in order of number sold:  
(1) Shirts, (2) pajamas, (3) night shirts.
- IV. Sale of boy's patterns in order of number sold:  
(1) Suits, (2) blouses, (3) shirts, (4) trousers.
- V. Difference in sales as affected by different sections of the country. (1) Middle West, including Texas, heaviest buyers; (2) Cities buy novelties. (3) Fewer patterns sold in the south.

Survey of Farm Home Sewing.

The statistics below were compiled from answers to the following question, which formed a part of Section X in the Survey of Farm Home Conditions, taken in the summer of 1919 by the Office of Extension Work North and West, with the assistance of extension divisions of 33 State colleges:

"I make (all, part, none) of my own underwear; I make (all, part, none) of my outer garments; I make (all, part, none) of the children's clothing; I make (part, none) of the men's clothing; I spend \_\_\_\_\_ hours per week in repairing the family clothing".

Sewing Done by the Farm Housewife.

| States        | Number<br>of<br>surveys | All. Part. None |           |           | Hours. |
|---------------|-------------------------|-----------------|-----------|-----------|-----------------|-----------|-----------|-----------------|-----------|-----------|-----------------|-----------|-----------|--------|
|               |                         | Per cent.       | Per cent. | Per cent. | Per cent.       | Per cent. | Per cent. | Per cent.       | Per cent. | Per cent. | Per cent.       | Per cent. | Per cent. |        |
| Arizona       | 3                       | 44              | 36        | 20        | 58              | 36        | 6         | 56              | 22        | 22        | 78              | 78        | 44        | 4.48   |
| California    | 5                       | 288             | 35        | 50        | 17              | 28        | 57        | 15              | 30        | 49        | 21              | 40        | 50        | 2.55   |
| Colorado      | 8                       | 90              | 14        | 58        | 28              | 20        | 71        | 9               | 23        | 43        | 34              | 29        | 71        | 4.25   |
| Connecticut   | 4                       | 206             | 37        | 50        | 33              | 39        | 57        | 34              | 12        | 60        | 28              | 20        | 80        | 3.80   |
| Delaware      | 3                       | 191             | 25        | 55        | 20              | 20        | 56        | 24              | 26        | 49        | 25              | 34        | 66        | 3.60   |
| Idaho         | 3                       | 233             | 9         | 69        | 22              | 26        | 54        | 20              | 42        | 40        | 18              | 12        | 88        | 3.50   |
| Illinois      | 14                      | 238             | 11        | 67        | 22              | 11        | 72        | 17              | 14        | 58        | 28              | 16        | 84        | 3.21   |
| Indiana       | 9                       | 505             | 14        | 60        | 26              | 19        | 68        | 13              | 21        | 54        | 25              | 29        | 71        | 3.13   |
| Iowa          | 8                       | 464             | 11        | 57        | 32              | 25        | 61        | 14              | 35        | 44        | 20              | 15        | 85        | 5.07   |
| Kansas        | 2                       | 109             | 33        | 57        | 10              | 19        | 68        | 13              | 32        | 49        | 19              | 26        | 74        | 3.05   |
| Maine         | 4                       | 237             | 24        | 63        | 13              | 18        | 61        | 21              | 22        | 58        | 20              | 42        | 58        | 1.57   |
| Massachusetts | 2                       | 379             | 25        | 43        | 32              | 19        | 47        | 34              | 21        | 35        | 44              | 28        | 72        | 3.86   |
| Michigan      | 20                      | 482             | 23        | 57        | 20              | 19        | 68        | 13              | 29        | 48        | 23              | 23        | 77        | 4.06   |
| Minnesota     | 3                       | 82              | 15        | 55        | 30              | 24        | 67        | 9               | 32        | 45        | 23              | 20        | 80        | 3.92   |
| Missouri      | 8                       | 657             | 25        | 52        | 22              | 32        | 40        | 28              | 30        | 70        | 24              | 23        | 76        | 2.98   |
| Montana       | 5                       | 270             | 19        | 60        | 21              | 29        | 40        | 10              | 37        | 40        | 23              | 23        | 76        | 4.33   |

Sewing Done by the Farm Housewife.

| States          | Number of surveys |       |       | Own underwear |       |       | Own outer garments |       |       | Children's clothing |       |       | Men's clothing |       |       | Average weekly mending |  |
|-----------------|-------------------|-------|-------|---------------|-------|-------|--------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|------------------------|--|
|                 | All.              | Part. | None. | All.          | Part. | None. | All.               | Part. | None. | All.                | Part. | None. | All.           | Part. | None. | Per cent               |  |
| Nebraska        | 17                | 360   | 15    | 63            | 22    | 22    | 65                 | 13    | 33    | 51                  | 16    | 19    | 81             | 3     | 58    | 3.58                   |  |
| Nevada          | 6                 | 62    | 44    | 45            | 11    | 37    | 60                 | 3     | 69    | 25                  | 6     | 40    | 60             | 4     | 74    | 4.74                   |  |
| New Hampshire   | 4                 | 340   | 20    | 59            | 21    | 14    | 61                 | 25    | 22    | 53                  | 25    | 31    | 69             | 5     | 40    | 5.40                   |  |
| New Jersey      | 19                | 483   | 18    | 58            | 24    | 14    | 64                 | 22    | 16    | 57                  | 27    | 24    | 76             | 4     | 19    | 4.19                   |  |
| New York        | 10                | 1424  | 18    | 55            | 27    | 14    | 62                 | 24    | 23    | 50                  | 27    | 20    | 80             | 3     | 83    | 3.83                   |  |
| North Dakota    | 6                 | 148   | 9     | 62            | 29    | 24    | 65                 | 11    | 30    | 48                  | 22    | 24    | 76             | 5     | 05    | 5.05                   |  |
| Ohio            | 23                | 714   | 15    | 58            | 27    | 17    | 66                 | 17    | 19    | 55                  | 26    | 24    | 76             | 3     | 23    | 3.23                   |  |
| Oregon          | 6                 | 546   | 23    | 57            | 20    | 26    | 61                 | 13    | 27    | 43                  | 30    | 20    | 80             | 3     | 09    | 3.09                   |  |
| Pennsylvania    | 7                 | 31    | 24    | 66            | 10    | 27    | 63                 | 10    | 19    | 67                  | 14    | 28    | 72             | 3     | 74    | 3.74                   |  |
| Rhode Island    | 2                 | 51    | 12    | 58            | 30    | 4     | 58                 | 38    | 13    | 48                  | 39    | 15    | 85             | 4     | 22    | 4.22                   |  |
| South Dakota    | 6                 | 156   | 13    | 54            | 33    | 18    | 66                 | 8     | 20    | 45                  | 35    | 16    | 84             | 3     | 86    | 3.86                   |  |
| Utah            | 8                 | 175   | 15    | 67            | 18    | 26    | 66                 | 8     | 35    | 54                  | 11    | 23    | 77             | 5     | 00    | 5.00                   |  |
| Vermont         | 2                 | 66    | 6     | 75            | 19    | 26    | 66                 | 8     | 35    | 45                  | 25    | 33    | 67             | 3     | 33    | 3.33                   |  |
| Washington      | 4                 | 336   | 17    | 63            | 20    | 28    | 57                 | 15    | 26    | 47                  | 27    | 28    | 72             | 3     | 32    | 3.32                   |  |
| Wisconsin       | 10                | 333   | 15    | 56            | 21    | 20    | 62                 | 18    | 27    | 53                  | 20    | 20    | 80             | 4     | 56    | 4.56                   |  |
| Wyoming         | 3                 | 56    | 22    | 62            | 16    | 22    | 69                 | 9     | 22    | 47                  | 31    | 20    | 80             | 3     | 68    | 3.68                   |  |
| Sections:       |                   |       |       |               |       |       |                    |       |       |                     |       |       |                |       |       |                        |  |
| Eastern         | 57                | 3408  | 20    | 55            | 25    | 15    | 60                 | 25    | 21    | 51                  | 23    | 24    | 76             | 3     | 44    | 3.44                   |  |
| Central         | 126               | 4248  | 17    | 58            | 25    | 21    | 65                 | 14    | 27    | 49                  | 24    | 25    | 77             | 3     | 69    | 3.69                   |  |
| Western         | 58                | 2388  | 22    | 58            | 20    | 28    | 60                 | 12    | 33    | 44                  | 23    | 25    | 75             | 3     | 25    | 3.25                   |  |
| 33 States       | 241               | 10044 | 19    | 57            | 24    | 21    | 62                 | 17    | 27    | 48                  | 25    | 24    | 76             | 3     | 50    | 3.50                   |  |
| No. of answers: |                   |       |       |               |       |       |                    |       |       |                     |       |       |                |       |       |                        |  |
| Eastern         |                   | 3293  |       | 3272          |       | 2379  |                    | 2920  |       | 2790                |       |       |                |       |       |                        |  |
| Central         |                   | 4094  |       | 4113          |       | 3378  |                    | 3763  |       | 3324                |       |       |                |       |       |                        |  |
| Western         |                   | 2315  |       | 2336          |       | 1904  |                    | 2077  |       | 1887                |       |       |                |       |       |                        |  |
| 33 States       |                   | 9702  |       | 9721          |       | 7661  |                    | 8760  |       | 8001                |       |       |                |       |       |                        |  |

An Oregon Clothing Survey.

A survey devised by Miss Jessie Biles, clothing specialist, is being used in organized communities in Oregon as a basis for next year's clothing work. It is believed that the answers will give the project leader a fairly good idea of the needs and difficulties in clothing work to present to the community meeting when it adopts next year's program. The main features of this survey, condensed to economize space, are as follows:

Outline of Family Sewing Survey.

Name \_\_\_\_\_ Address \_\_\_\_\_  
Community \_\_\_\_\_ Date \_\_\_\_\_

Please answer every question, either with "yes", "no", or a figure.

Do you have a room especially for sewing? \_\_\_\_\_  
Do you keep sewing material in a place used only for that purpose? \_\_\_\_\_  
Is it a closet? \_\_\_\_\_ drawer \_\_\_\_\_ shelves \_\_\_\_\_ or wardrobe \_\_\_\_\_ ?  
Do you have a sewing machine? \_\_\_\_\_  
Do you have scissors used only for sewing? \_\_\_\_\_  
Do you have a dress form? \_\_\_\_\_ What type: Plaster of Paris \_\_\_\_\_ Padded \_\_\_\_\_  
Adjustable \_\_\_\_\_  
Do you make your own underwear \_\_\_\_\_ corset covers \_\_\_\_\_ drawers \_\_\_\_\_ night  
dresses \_\_\_\_\_ petticoats \_\_\_\_\_ aprons \_\_\_\_\_ house dresses \_\_\_\_\_ other  
dresses \_\_\_\_\_ suits \_\_\_\_\_ coats \_\_\_\_\_  
Have you children? \_\_\_\_\_ How many? \_\_\_\_\_  
Do you make your children's underwear \_\_\_\_\_ night clothes \_\_\_\_\_ bloomers \_\_\_\_\_  
underwaists \_\_\_\_\_ petticoats \_\_\_\_\_ stockings \_\_\_\_\_ aprons \_\_\_\_\_ dresses \_\_\_\_\_  
coats \_\_\_\_\_ (boy's) blouses \_\_\_\_\_ trousers \_\_\_\_\_ suits \_\_\_\_\_ coats \_\_\_\_\_  
Do you make men's shirts \_\_\_\_\_ night clothes \_\_\_\_\_ underwear \_\_\_\_\_  
Do you make children's knitted underwear from adults' discarded knitted  
garments? \_\_\_\_\_  
How many hours per week do you spend in repairing family clothing \_\_\_\_\_  
What are your difficulties in family sewing?  
\_\_\_\_\_  
\_\_\_\_\_

Mrs. Reed of Massachusetts testified to the value of the informal survey in gaining information to guide the specialist in meeting the needs of the women. Much information can be gotten in the course of class discussion by the judicious use of one or two questions at a time, along special lines. An informal survey of purchasing habits may be made by sitting for some time at the counter in any large store and noting the demands the women make.

The general conclusion was that the survey has a distinct place in the clothing project as a means of guidance both for the local women and for the specialists.

#### COOPERATIVE BUYING.

In opening the discussion, Miss Sutherland, Assistant State Leader for Washington, brought out the point that in buying millinery supplies the importance of securing the cooperation of local milliners and merchants should be emphasized. In millinery work an important object is to teach value and texture and other factors connected with intelligent buying of materials, and to raise the standard of millinery among the women. In Washington, millinery supplies, frames, wire, velvets, trimmings, and the like, which it is difficult for the women to secure for lack of local shopping facilities have been purchased in quantity at wholesale houses in large cities and sold to the women at cost. In some cases the county project leader has assisted the agent in the purchasing. In all cases local project leaders have kept the records of materials used by the women, have received the money and turned it over to the person designed to receive it. In Snohomish County the bills for supplies bought and the money collected by the project leaders were turned over to the Farm Bureau treasurer.

Cooperative buying of pressure cookers, cans, jar rubbers, fireless cooker wells and soapstones has been carried on through the farm bureau and the State college of New Hampshire.

In Vermont, tin cans have been bought cooperatively, and cooperative marketing of eggs through egg circles has been engaged in.

In Idaho, merchants have cooperated in lending velvets and other materials for millinery work. Such cooperation was sought before resorting to other means of securing materials.

Miss Harris, of Office of Extension Work North and West, remarked that the unwisdom of officially financing the purchase of materials should be pointed out. It has been found desirable in agricultural projects to confine cooperative purchasing activities to groups of private persons organized apart from the official farm bureau. There is no precedent against the agents advising with such groups in managing the cooperative buying. Official connection with such an enterprise is thought inadvisable in several states.

#### CLOTHING WORK AT COUNTY AND STATE FAIRS.

In opening the discussion, Miss Knowles, State Leader for Iowa, described the intensive work done in Iowa on premium lists for fairs. Representatives of the college met with the secretaries of county fairs and brought the agents into closer touch with the superintendents. Exhibits of madeover garments by the farm bureau women of certain townships have been a feature at fairs. To emphasize the educational nature of the judging, the mistakes most often made in certain types of entries are listed on printed cards. When a garment is to be judged, the mistakes are checked and the card attached to the garment. This is done in advance of the public judging, which consists of a discussion of the points of the winning exhibit and of other exhibits. A place for persons to be seated before the exhibits has been provided in order that they may listen to the judging. This helps to establish standards. Packing suitcases was a novel feature in the exhibit of the girls' garment club work. A number of counties have the helpful provision that articles exhibited one year may not compete the following year.

North Dakota awards higher prizes for usable articles, and a sweepstake for the best exhibit, such as a pressure canner for the canning exhibit. A community fair is used as a feeder for the State fair.

In Michigan no premiums are awarded unless there is more than one entry. Miss Birdseye suggested that clothing project leaders might well confer with the specialists and cooperate in any plans for improving county fairs, and raised the question whether it might not be profitable to do some preliminary work in the county, looking to a definite improvement in standards of taste and of workmanship. She suggested that a few days devoted to training groups of leaders in standards and in technique, and asking these women to carry the message to their communities and arouse an interest in the right kind of exhibits, might be an excellent investment of the specialist's time, and urged that this idea be tried out in one or two counties in each State during the coming year.

Some States are using county and State fairs to show methods and results of clothing work done through the extension organization. For example, at the last Utah State fair four home demonstration counties were assigned to represent the clothing project, each county illustrating a special phase of the work. Project leaders and home demonstrators were on hand to give frequent demonstrations of the methods used and to explain not only the technical work, but its connection with the home demonstration agent and the farm bureau. Exhibit material was chosen from work actually done in the county. Figures showed the financial value of the work to each county. Signs emphasized the fact that the work was being carried on as a part of the farm bureau program.

#### THE HYGIENE FACTOR IN THE CLOTHING PROBLEM.

[Demonstration of corseting work as carried on in Massachusetts, by Mrs. Ruth S. Reed, Clothing Specialist.]

This demonstration, which in Massachusetts is called "health work" rather than "corseting work" is given only at the request of women who wish to study this phase of clothing hygiene. It lasts about an hour and consists in a preliminary talk, and the selection and adjustment of corsets for one or more members of the group who volunteer to act as subjects for the demonstration. This work is of a special value to the heavy-set or stout woman of middle age who thru poor corseting and improper posture has acquired a hollow chest or a high bust, a prominent abdomen, rounded shoulders, "pillows" of flesh on the shoulder blades at the top of the corset or other defects.

The "making over" of a poor figure could not be shown at the conference, because the members carried themselves too well, but the demonstration was given, using as a subject a tall woman with a full figure. The results that have been obtained in Massachusetts by the proper adjustment of well-fitting corsets were illustrated by photographs and silhouettes and statements testifying to the comfort, satisfaction and improved health that have come from this work.

The selection of the corset for the subject, and its adjustment and lacing gave opportunity for bringing out among others the following points: A major aim of clothing work in Massachusetts is "A healthy body to clothe." Striking defects in posture mean health-hindrance as well as unsightedness and should be corrected before considering the clothing of the figure. Any well-made front lace corset may be used. The specialist borrows a number of models from local

stores. A "Subject" may purchase the corset that fits her, if she so desires, and remit the price to the local store.

The corset should support the abdomen, not press down upon it. It should be unlaced every night and adjusted each morning as follows: loosen laces to fullest extent; fasten hooks and snaps from bottom upward; adjust hose supporters placing them toward front so that when corset is laced they will not spoil its "poise." Lace corset while lying on bed or any flat surface (in demonstrating, a table is used). The prone position straightens the shoulders, allows the abdominal organs to assume a natural position, and makes it possible to take a deep breath and raise the chest. For a large, heavy woman, it may be necessary to allow several minutes for the abdominal organs to return to natural position before lacing the corset. The lacings are tightened beginning at the bottom; a first lacing draws the corset loosely together; a second draws it tight enough for comfort. On rising, the body is held in a natural posture, the corset giving it the necessary support. To remove corset, unlace, beginning at top, removing hose-supporters last of all.

Women in general give too little care to the selection of a corset. They should pay enough to get a well built model and then insist on expert fitting, as they do for shoes and gloves. Carelessness on the part of saleswomen and corsetieres is largely the customer's fault and the customer can and should bring about immediate reforms. Light weight corsets are generally best except when they are needed as a brace to remedy some defect. The woman who has difficulty in being fitted will do well to give the saleswoman time to order a better model or a corset with shorter bones from the manufacturer, rather than depend on having the store remodel a corset that does not fit.

A corset should be tested for length with the figure seated; it should neither push up nor show a roll of flesh below it. It should be tested for fullness at the top with the figure standing; it should be full enough to avoid pushing up the flesh at the base of the shoulder blades.

Work of this nature should never be given as "corseting" but as an important phase of clothing hygiene. Before undertaking it, one should study with some physician who has made this a specialty and with trained corsetieres.

The discussion brought out the suggestion that where a state maintained a health specialist, this phase of clothing hygiene might well be handled by her.

Massachusetts, Ohio, Indiana, Illinois, Iowa and other states are stressing the selection of proper foot-wear, and report that in response to educational work and concerted demand from the women, local dealers have decidedly improved the style of shoes preferred.

#### STANDARDIZING CLOTHING CONSTRUCTION OPERATIONS.

[Demonstration by Mrs. Ruth S. Reed, Clothing Specialist.]

Note: In planning the program, request was made that this demonstration bring together a number of the standardized operations taught in the Massachusetts clothing efficiency classes. The operations selected were: Taking measures; drafting top of a four-gored skirt pattern; cutting and basing a house dress made from a foundation pattern;

cutting and adjusting belt (on waist); making a pair of sleeve plackets. This dress (forward shoulder and four-gored skirt opening in front, V-neck) is the "practice dress" used for teaching efficiency principles.

It is necessary to study the problems of the home that make work seem like drudgery and to lighten operations on which time is commonly wasted. The family sewing is one of these problems. Many women sew at home because they like it, or because they can thereby save money to spend for other things.

The teaching of sewing is a part of the larger work of clothing construction and should not be viewed as an end in itself.

In a survey of the time required by 125 women to make a pair of sleeve plackets, the average time was two hours. Therefore, the need of studying how to eliminate waste motions was recognized. Women who are carrying out the clothing project in Massachusetts are required to make time studies and to perfect themselves in each operation before taking up the next step. Drill in conducting these operations is a regular part of the class work and is much enjoyed by the women.

Some of the factors making for clothing efficiency are:

1. Complete equipment kit on hand.

A box containing a good pair of shears, a supply of needles, tape line and other common necessities, and reserved for use in garment making only.

2. Patterns that fit the individual.

When women draft their own patterns they know how to use them and they know they will fit. In Massachusetts 4,000 women have drafted from 9 to 17 patterns apiece as part of the statewide work. The top of a four-gore skirt can be easily drafted in 3 minutes, many do it in less; In group work in drafting it is best to work at a speed adapted to the majority of the class and to give help to the minority later. The more rapid workers may assist the slow ones.

3. Elimination of waste motions in cutting, handling and fitting.

Mrs. Reed demonstrated the drafting of a top of a four-gored skirt pattern without raising the square from the paper. The time required was well under three minutes. She next demonstrated the sequence of operations employed in Massachusetts in cutting a "practice dress" from a foundation pattern and basting it ready for machining. The main points made were as follows:

General directions:

- (1) Fold goods right side in, end to end, and place cut ends to the left of the table.
- (2) Place pins at right angles to the edge.
- (3) When placing skirt pattern pin at corners and once between.

- (4) Pin every piece on the material before cutting any.
- (5) Learn to cut to the right or to the left, forward or backward -- to obviate necessity of moving around the table.
- (6) Complete all of the work possible on each piece before lifting it from the table, i.e. baste back gores together before removing the pattern.
- (7) Return each piece of pattern to envelope as soon as removed.
- (8) (Always baste, time is saved later on) Avoid handling pieces unnecessarily. Baste on the table; holding up a gore often results in the sagging of the bias side.

Cutting and basting.

- (1) Cut front gores of skirt - pin laps separately.
- (2) Cut back gores - baste back seam before lifting paper pattern.
- (3) Lay half of back over and place fronts with bias edge to straight of back and baste hip seams.
- (4) Cut fronts of waist.  
Pin laps  
Gather shoulders twice  $1/4"$  from edge and  $1/4"$  apart.  
Leave plain  $1\frac{1}{2}"$  at sleeve and (2") at neck.  
Gather bottom from lap to seam twice  $3/4"$  up for first gathering and  $1/4"$  above this for second.
- (5) Cut sleeves.  
Gather twice  $1/4"$  from edge and  $1/4"$  apart.  
Leaving plain 3" at front and 4" at back.  
Baste, placing  $\frac{1}{2}"$  tuck at elbow.
- (6) Cut back.  
Gather bottom to match front.  
Turn shoulder seam  $\frac{1}{2}"$  carefully and baste that to prevent stretching.  
Apply back shoulder to front so that lower gathering shows.  
Allow  $1\frac{1}{2}"$  to 2" of front to project at neck.  
Baste underarm seams.
- (7) Cut and baste belt - 5" longer than waist measure, 1" or  $1\frac{1}{4}"$  wide finished.
- (8) Mark belt with pins using two for the crosses, single for other marks.
- (9) Apply belt to waist - double pins to underarm seam - plain each way to next pin. Front pin to back of lap.
- (10) Baste on skirt - starting at centre back and basting each way.

### Marking and adjusting belt.

- (1) After belt has been cut, but before pattern is removed, stick pins half way to the head thru pattern and belt from the belt side, to mark position of under arm seams, gathers, etc. Draw pattern away with a quick motion. This leaves pins in place in the belt ready to pin to corresponding marks in the waist. Standard time for cutting and marking the belt is 3 minutes or less.

### Sleeve Placket.

- (1) The pair of plackets may be cut and applied in 10 minutes by one trained in the standardized operation. By folding the two sides of the placket and slipping them over the edges of the slit, several seams are eliminated and a smoother finish is secured.

### Taking Measures.

- (1) By taking all the front measures, then turning the subject and taking all the back measures, the ordinary time is much reduced.

The sole problem of the "practice dress" is to teach women to make a simple gown with the fewest possible motions. The term "home-made" should not be a term of derision but should designate the best, whether applied to clothing or baked goods. If the product does not show skilled workmanship it should be called amateurish rather than home-made.

Health, efficiency, and the development of local leaders are the fundamental phases of the Massachusetts work. One hundred and fifty eight organized groups with a membership of 4,000 women have had instruction in this work. The specialist or agent demonstrates to a group of eight, each of whom passes on the instruction to another group. Aside from the gain in efficiency a great impetus has been given in the development of community spirit.

### **SELECTION AND ARRANGEMENT OF PICTURES AND FURNITURE.**

Demonstration by Miss Marion Tucker, Specialist in Costume Design and House Furnishing, Iowa.

Extension work in design as applied to house furnishing and clothing is being carried on in Iowa. In the majority of families there is money with which to buy, but principles of selection are needed. The women are generous in using their own homes for demonstrations, asking the specialist to make changes in one or two rooms, which will carry out the talk she gives.

A keen interest in pictures has been found to exist and a small collection of good pictures has been assembled to illustrate talks given. A sufficient number of types are represented to make an appeal to nearly everyone in any audience. The composition of the picture, its framing and hanging are discussed.

In the demonstration given at the conference a room which had been temporarily furnished for demonstration purposes was rearranged through changing the placing of the furniture, the table cover, cushions, pictures and flowers. Reasons were given for making these changes, and the common problem of making the best of furnishings that were not in every way desirable was illustrated.

#### DEMONSTRATION ON CLOTHING SELECTION.

##### "The High School Clothes Line."

This demonstration was in the form of a 30-minute playlet, written primarily for the use of high schools in a state-wide "better dress for school girls" campaign fostered jointly by the State Federation of Women's Clubs and the Extension Department. Parts were taken by members of the Home Economics Club at the college. The play was supervised by various members of the faculty and directed by Miss Tucker, extension specialist in costume design and house furnishing.

The play opens with a conversation between several high school girls, one of whom has recently been given an allowance and is considering how it shall be spent. Their conversation is about the manner in which their various friends dress. These friends illustrate the conversation by appearing through parted curtains at the back of the stage as models in a style show. A slightly raised dais is used for the models. Good and bad school dresses and party dresses are thus shown, as well as various kinds of shoes and styles of hair dressing.

Mimeographed copies of the play were distributed by the extension department to members of the conference.

This play can easily be adapted for the use of girls' clubs, and is a promising means of correlating work in clothing selection for girls with clothing work carried on by the women.

In the discussion led by Miss Tucker after the play, the following points were brought out:

A set of twenty slides illustrating suitable dress for high school girls has been made at Ames and is available to any group in the State provided transportation charges are paid.

College girls in Michigan have given a dramatized lesson on clothing selection before a woman's club and are now working on a play that will show both food and clothing standards.

Miss Warren, States Relations Service, thought that a style show could be used especially well in girls' club work.

The term "dress review" was suggested as fitting the purpose of such an educational exhibit more accurately than the term "style show." North Dakota uses the term "Sane Style Show."

Miss Dodson, Resident Staff, Iowa State College, said that Iowa and South Dakota have used style shows at their state fairs and found them effective. For the benefit of those who may be at the fair for several days, it is well to have a different program each day, such as children's clothing, high school girls' garments, business women's garments. The business woman's day was in one instance held in the afternoon of the day when stores were closed and business women could attend. Storekeepers are generally very willing to lend garments and will sometimes pack them, both for delivery and for return to the store. It is generally well to exhibit the garments coming from one store on one day.

This gives each store a certain amount of advertising which makes it willing to lend its garments, and prevents confusion in borrowing and returning. Placards indicate from which store the garments have been borrowed. Also a large poster tells that the style show has been arranged for by the home demonstration agent. It is necessary for the person directing the show to see and choose the models. It is usually more satisfactory to choose models who are actually engaged in the occupation which they are to represent on the stage; for example, a business woman is chosen for a model showing the good business dress.